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ABSTRACT

To ascertain the effectiveness of a training program, an evaluation of its effect on trainees must be obtained. In a teacher training program, sources of feedback exist which may prove significant in the development of improved training techniques. Two of these are: How the alumni feel about their own training experience and how their principals feel about their qualifications as teachers. One major purpose of this study is to evaluate the alumni of the College of Education with the aim of improving selection and training techniques at both the Bachelor's and Master's degree levels. A second major purpose of this survey is to note any directional trends by comparing the current results with those obtained in 1969. (Author)

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EVALUATION OF THE UNIVERSITY OF SOUTH ALABAMA COLLEGE OF EDUCATION TEACHER TRAINING PROGRAM BY ANALYSES OF ITS ALUMNI[1]

II - 1971

Granville B. Johnson

TM 001 134

[1]Facilitated by a grant from the University of South Alabama Research Fund

PREFACE

This report was made possible through the cooperation of many persons: the alumni who responded to the questionnaire; the principals who took their time to evaluate University of South Alabama teachers; the clerical assistance of Candy Brokenshaw and Joyce Williams and the general editorial assistance of June Burrell and Carl Todd.

Granville B. Johnson

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INTRODUCTION

To ascertain the effectiveness of a training program, an evaluation of its effect on trainees must be obtained. In a teacher training program, sources of feedback exist which may prove significant in the development of improved training techniques. Two of these are: How the alumni feel about their own training experience and how their principals feel about their qualifications as teachers.

One major purpose of this study is to evaluate the alumni of the College of Education with the aim of improving selection and training techniques at both the Bachelor's and Master's degree levels.

A second major purpose of this survey is to note any directional trends by comparing the current results with those obtained in 1969.

SECTION I

EVALUATION FROM ALUMNI

Purposes

The purposes of this phase of the study were (1) to ascertain what the 1969-1970 graduates were doing, their reaction to their jobs, how they felt about their preparation; and (2) to compare the results of this survey with the one completed in 1969.

Subjects

All alumni (B.S. and M.A.) who were graduated between June 1969 and August 1970 were sent questionnaires to evaluate themselves and their professional training and experience.

The following tables describe the sample returning the questionnaires with a probability estimate on two criteria regarding representativeness of sample.

TABLE I

QUESTIONNAIRES SENT B. S. ALUMNI RETURNED ACCORDING TO MAJOR FIELD AND SEX

	Number Sent	Percent	Number Returned	Percent of Number Returned	Chi^2
Elementary	139	42	58	37	.31
Secondary	190	58	99	63	.20
Men	96	29	42	27	.07
Women	233	71	115	73	.03

TABLE II

QUESTIONNAIRES SENT M. A. ALUMNI RETURNED ACCORDING TO MAJOR FIELD AND SEX

	Number Sent	Percent	Number Returned	Percent of Number Returned	Chi^2
Elementary	66	41	36	32	1.02
Secondary	56	34	46	40	.49
Counseling & Guidance	34	22	28	25	.18
Special Education	5	3	4	4	.37
Men	54	33	39	35	.06
Women	107	66	75	65	.01

With one d.f., all chi squares in both tables are insignificant.

Forty-eight percent of the B.S. alumni and 70 percent of the M.A. alumni returned the questionnaires.[2] However, analysis of the foregoing tables indicates that the sample of questionnaires returned at both levels does not differ significantly in major area or sex from the population of alumni. It can be concluded that the summary of responses included here is probably reflective of total response. In the 1969 survey, 31 percent of the B.S. alumni and 50 percent of the M.A. alumni returned the questionnaires. In the present study, a higher return was made because a second questionnaire was sent each alumnus if he did not return the first questionnaire after a two-week period.

MATERIALS

Questionnaire:

The purpose of the questionnaire was multifold: (1) to get a job description; (2) to determine how the teachers feel about themselves in relationship to their jobs; (3) to ascertain the teachers' feelings about what skills and knowledge are significant in their jobs and the degree of significance; and (4) to estimate the adequacy of the University in the development of these skills and insights.

The questionnaire was derived from two sources: a questionnaire used in a survey of University of Minnesota Ph.D.'s[3] and from certain faculty members of the College of Education at the University of South Alabama. A single questionnaire was constructed so that response of both B.S. and M.A. alumni could be recorded.

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[2]One percent of the questionnaires was returned to the sender with inadequate address and one percent was returned too late for this study.

[3]Robert T. Alciatore and Beth E. Eckert, "Minnesota Ph.D.'s Evaluate Their Training," October, 1968.

Results - B.S. Alumni

Of the 329 questionnaires sent B.S. alumni, 157 (48 percent), were returned (31 percent in the 1969 study). Of these, 117 (75 percent) were in the teaching profession[1] at the time of response which was not significantly different from the earlier study.

A descriptive summary of the sample reveals the following:

Age:

The mean age of alumni is 27 years with a range from 20 to 60. This is almost five years younger than the mean age in the 1969 study. This may be attributable to the five years covered in the first study compared with the two year period in the present.

Grade-point average:

The mean GPA is 2.71 with a range from 2.04 to 3.90. Those teaching have a mean GPA of 3.21 which differs somewhat between sexes and between elementary and secondary majors.

TABLE III

MEAN GRADE-POINT AVERAGES

	Elementary	Secondary
Men	2.30	2.65
Women	2.90	2.82

It is seen that the women are consistently superior in scholarship to the men. Both sexes at both teaching levels had a lower GPA than the 1969 study. However, those remaining in the teaching profession show a higher GPA which seems to indicate that the students with superior scholarship continue in teaching.

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[1]Teaching, educational administration, counseling and guidance, and graduate work in education.

Number of full-time positions:

Of the total number of respondents, five percent have never taught. Of those in the teaching profession, 67 percent have had one position, 18 percent, two positions, and one percent, three positions. The 1969 study had similar findings.

Current employment status:

Seventy-five percent of the alumni are currently teaching; five percent have never taught but are employed in other fields; six percent have taught but are now employed in other fields and 14 percent are unemployed.

These results are comparable with the original study.

Division of working time:

Apparently, only two-thirds of the school day (compared with three-fourths in the 1969 study) is devoted to classroom instruction by the average teacher. Several other activities take the balance of the time. To see how the teachers feel about the division of time on their jobs, a comparision of job-actual with job-ideal was made. Just classroom teachers were sampled here.

TABLE IV

ACTUAL TIME AND DESIRED TIME DEVOTED TO SCHOOL ACTIVITIES

Actual Percent of Time Spent		Desired Percent of Time Spent
8	Administration (Including supervisory work, staff conferences, etc.)	8
67	Teaching (Including preparation, grading)	60
7	Counseling and individual casework with students	15
6	Research, scholarly writing, creative work	8
12	General work (All professional activities not included above)	9

Some tendency exists to want more time for counseling and individual work with students and less time for teahing (including preparation, grading, etc.). These findings are in agreement with the 1969 study.

Earned income:

The average reported ten months' income for all B.S. teaching alumni was $4,170. The decrease in salary from $5,055 in the 1969 study may be partially attributable to the number of teachers leaving the public schools and going into private schools at reduced salary and to the fact that five years were covered in the first study. The differences between elementary and secondary teachers and between men and women were inconsequential.

Job satisfaction:

Thirty-two percent of the alumni are thoroughly satisfied with their present positions and have no desire for change, while 32 percent though satisfied would consider a change. Twenty-six percent are somewhat dissatisfied and only ten percent are thoroughly dissatisfied.

In the 1969 study, more were thoroughly satisfied and considerably fewer somewhat or thoroughly dissatisfied.

Professional activities:

The B.S. graduates belong to an average of .65 professional societies with a range of 0-4 and hold an average of .05 official positions in those societies. The names of the societies are not listed. A considerable decrease is evident in the number belonging to professional societies and holding official positions in these societies from the 1969 study.

Satisfaction with educational experience:

Sixty percent of the alumni are satisfied with their educational experience at the University of South Alabama (34 percent thoroughly, 28 percent very). Twenty-eight percent are satisfied and, if they had it to do over again, would choose the University of South Alabama, while 12 percent are somewhat dissatisfied and would probably choose some other undergraduate school. None would definitely have chosen some other undergraduate school.

In the 1969 study, a somewhat higher percent was satisfied and a lower percent dissatisfied.

Preparation for teaching:

Certain skills and abilities are often associated with teaching. The alumni considered these from two points of view: how important they were in their work, and whether or not they were acquired in the undergraduate programs. Their reaction to some of these skills or abilities appears in the following table:

TABLE V

PREPARATION FOR TEACHING

IMPORTANCE OF SKILLS AND ABILITIES TO TEACHING AND THEIR ACQUISITION IN THE UNDERGRADUATE PROGRAM

A Importance for Your faculty Service					B Acquired in Undergraduate Program	
Indispensable 1	Desirable 2	Unnecessary 3			Yes (Percent)	No (Percent)
75	24	1	1.	Skill in planning for effective use of limited time (in classrooms, etc.)	67	33
65	32	3	2.	Skill in handling discussions.	73	27
56	39	5	3.	Ability to outline objectives and organize courses.	92	8
47	47	6	4.	Skill in making demonstrations or using charts, models, slides and illustrative devices.	75	25
54	39	7	5.	Familiarity with research materials and methods in subject (s) taught (or in subject of specialization).	89	11
23	62	15	6.	Ability to direct others in the proper use of library resources.	59	41
27	55	18	7.	Skill in advising students on personal, educational, or vocational problems.	32	68
30	53	17	8.	Skill and practice in doing research in field of specialization.	77	23
23	53	24	9.	Skill in interpreting and using results from standardized tests.	56	44
29	51	20	10.	Skill in lecturing.	52	48
19	56	25	11.	A broad knowledge of American education, its organization, development, purposes, and problems.	73	27
25	60	15	12.	Ability to work with groups of students in extra-class relationships (e.g. advisors to student organizations.)	34	66

A preponderance of alumni consider all the foregoing skills or abilities desirable or indispensable, and most students acquired them in the undergraduate program. Those which a majority did not learn were:

a. Skill in advising students.

b. Ability to work with groups of students in extra-class relationships.

Characteristics of school experience:

Students acquire abilities, attitudes, and understandings in connection with their undergraduate program. The following table presents the degree to which the alumni feel these competencies are useful in their present positions and whether these competencies were acquired in their undergraduate programs.

TABLE VI

CHARACTERISTICS OF SCHOOL EXPERIENCE

USEFULNESS OF COMPETENCIES AND ACQUISITION IN UNDERGRADUATE PROGRAM

Usefulness in Present Position				Acquired in Undergraduate School	
Essential 1	Valuable 2	Unimportant 3		Yes 1	No 2
(Percent)				(Percent)	
77	11	12	1. Ability to control class.	49	51
68	22	10	2. A thorough understanding of your major field.	85	15
76	19	5	3. Ability to teach or train others.	83	17
48	43	9	4. Possession of satisfying philosophy of life.	56	44
47	46	7	5. Ability to work with others in professional endeavor.	65	35
45	50	5	6. Sense of professional obligation and ethics.	65	35
45	51	4	7. Command of broad field of knowledge including your major field.	97	3
35	55	10	8. Ability to use a wide range of library resources.	81	19
30	56	14	9. Knowledge of public affairs.	51	49
27	62	11	10. Ability to organize and present ideas to colleagues.	60	40
35	65	2	11. Skill in delegating work or responsibility to others.	50	50
18	60	22	12. Acquaintance with professional journals in field.	86	14
32	49	19	13. Knowledge in minor field.	87	13
14	54	32	14. Ability to appraise the professional contribution of others.	51	49

Analysis of the foregoing table indicates that all the attitudes, knowledges and abilities are considered "valuable" or "essential" in the teaching profession and that the undergraduate experience was conducive to their development.

Although "ability to control class" was rated most essential in usefulness, the majority of alumni had not acquired this ability in the undergraduate program. "Knowledge of public affairs," "skill in delegating work as responsibility to others," and "possession of a satisfying philosophy of life" were other skills not acquired during undergraduate years by many alumni.

Attitude toward research:

The B.S. alumni's attitude concerning consumption and production of research in their undergraduate experience is best illustrated in the response to three statements (reported in percents):

	Strongly Disagreed	Disagree	Undecided	Agreed	Strongly Agreed
My undergraduate program helped me to read, to understand, and to evaluate technical professional literature.	1	22	17	38	22
I acquired the skill to evaluate my own professional performance as a prerequisite for my own behavioral change.	3	6	9	49	33
I was enabled to explore and design novel patterns of instruction aimed at improving my own professional competence.	5	7	7	45	36

This rating scale was not included in the previous study.

Motives for leaving teaching:

Five percent of the alumni who have taught are now pursuing other careers. Twenty-two percent of those leaving left for jobs with better

financial remuneration. Twenty-two percent felt inadequately prepared to teach, one person felt he could make a greater contribution to society in another career, another was advised by friends or family to leave teaching, and one person wanted a job with better security and prestige. These percents show little difference from the 1969 figures. Some of the alumni who have left teaching made the following comments regarding their reasons for leaving:

> "The teaching situation in _____ County is somewhat difficult to cope with. I'd prefer to stay at home and die bored!"
>
> "The teaching profession in the public schools in _____ has no respect for the teacher ... I had good training in the music department and therefore could teach chorus, piano or general music, but not subjects unrelated to my classification."
>
> "I had no cooperation from parents or school personnel."
>
> "My main reason for delaying teaching is because of the racial situation present in the schools now."
>
> "Too little respect in the schools for teachers and fellow students. The discipline problems were too awful to make teaching desirable at this moment."
>
> "I cannot find a teaching job."
>
> "I am not teaching because I have a baby and I desire to stay home with him."
>
> "I married a naval officer, and so far I have not been in one place long enough to accept a position."

Unsolicited comments:

> "I feel too much emphasis was placed on education courses such as the Foundations of Education. More credit hours should be spent gaining knowledge in the major and minor fields. I feel especially weak in my minor in which I teach 3 out of 5 classes a day."

Secondary

"I was somewhat dissatisfied with my student teaching experience. I received no meaningful evaluation of my teaching competence from the faculty supervisor from USA. I was dismayed when I received the grade of 'B' for student teaching and was apprehensive of my ability to teach well. I considered entering another profession. I did not fully understand what was expected from me by the supervisor in terms of the written weekly reports, classroom performance and the diary. I was placed in a classroom situation where the teacher did not make written lesson plans. I feel that a more structured guidance from the teacher would have helped in my organization for student teaching and my first year of teaching."

Secondary

"I am disappointed in one way with teaching. I have found that we are supposed to be a bookkeeper, accountant, secretary, speech teacher, janitor, and many more all rolled into one person. If the teacher 'could' spend all of her time on teaching and preparations of teaching, the American education system would be outstanding! But it is not that way and as long as the teacher has to do so many other jobs, our education system will not be up to par. The teacher has enough to do rather than make reports, keep booklists, work in the library, etc. We need help in this area."

Elementary

"It's too bad the knowledge and skill we gained in college cannot be used and applied in many Mobile County schools. Much of my time is spent just trying to make the students behave and settle down. How can they cooperate when they can't read their textbooks or write their lessons. I have as of now 7th grade physical education. The girls have never been taught grooming, personal hygiene, or just plain manners. I would like someday to be in a position where I could share my knowledge and training with those with the background and intellect to grasp it. I don't feel it's fair to a small few for me to lower my teaching and grading standards for the majority to understand when they don't even try."

Secondary

"I think at least two method courses in teaching the brain-injured should be necessary for certification. Also, method courses already required should be more extensive, and student teaching should not be done in the ideal schools.

Elementary

"I feel that I could have been better prepared to teach if I had had a more realistic program for what I was going into. Somehow, more real classroom experience was needed on such things as discipline, parent-child relationships, home life, knowledge of what the child should be taught at a certain level and sensory and motor disabilities and how to help. Also, inform the starry-eyed education student what a lot of darn work he's asking for when he begins teaching. These are some of my problems. I hope they might help in your program."

Elementary

"As I stated in the form, I felt that my experiences at USA did indeed prepare me for my present occupation. In my experiences with individuals from various parts of the country, I have never felt that my education was inferior to their's. On the contrary, I can see where it is superior in areas such as the humanities. And this, I feel, is the justification for all education--learning to live with our fellow man. The College of Education could aid in this by working more closely with the other departments on campus. Coordination between Education and Arts and Sciences should lead to a better situation than the perpetual 'feud' which existed between these departments while I was a student. As a result, the education major was considered somewhat of a second class citizen at USA. Regardless of those conflicts which raged about the departments, the College of Education provided the 'tools' by which the student could express what he had learned in other quarters. I feel that this tool, 'self-expression', was the most important portion of my education. The ability to stand before a group of people and logically express one's ideas is vital. My ability to communicate has aided my career as an Air Force officer as much as that of the classroom teacher's. Granted, the subject matter may be different from his, but the medium of expression, its requirements for logical and orderly presentation, is the same. In closing, I would like to state that the College of Education aided me in becoming a more well-rounded and self-realized individual, attuned to the needs and feelings of others."

Secondary

"I have only functioned as a 'student-teacher' but I feel richly rewarded for my efforts. However, I would like to remain in Mobile as a teacher and the problems facing teachers seem to be greater than the remuneration."

Secondary

"According to other teachers here in -------- South Alabama has a very good program with its student observation participation. Most schools don't have this so I feel I learned more from my student participation."

Elementary

Results - M.A. Alumni

One hundred sixty-one questionnaires were sent M.A. alumni, and 71 percent were returned. Of these 114, 105 were teaching (or in some phase of education) at the time of response. In the following, the full sample or just the teacher sample was used where appropriate.

A descriptive summary of the sample reveals the following:

Age:

The mean age of the total sample is 34 years with a range from 24-55.

Grade-point average:

The total sample grade-point average is 3.34 with a range from 3.00 to 4.00.

Number of full-time teaching positions:

0	1	2	3	4	5
14 percent	71 percent	10 percent	3 percent	1 percent	1 percent

As with the B.S. alumni, "teaching" is defined as teaching, educational administration, counseling and guidance, or graduate work in education.

Current employment status:

Ninety-two percent of the sample currently are teaching; six percent are unemployed; and two percent are employed in other fields. Considerably more students are currently teaching, fewer are unemployed and fewer are employed in other fields as compared with those in the 1969 study.

Division of working time:

A comparison between the job-actual and job-ideal is found in the following table:

TABLE VII

ACTUAL TIME AND DESIRED TIME DEVOTED TO SCHOOL ACTIVITIES

Actual Percent		Desired Percent
20	Administration (including supervisory work, staff conferences, etc.)	17
52	Teaching (including preparation, grading)	52
12	Counseling and individual casework with students	22
9	Research, scholarly writing, creative work	4
7	General work (all professional activities not included above)	5

The actual and desired percents are very close except that the M.A. alumni would like to spend more time doing counseling and individual casework with students.

Earned income:

The mean income for the sample was $5,670 (as compared with $6,760 in the 1969 study) with a range from $3,000 to $11,000. The decline in salary could be attributed to the same reasons as those given for the B.S. alumni.

Job satisfaction:

Thirty-six percent of the sample are thoroughly satisfied with their present employment and have no desire to change jobs; 44 percent are satisfied but would consider a job change; while 18 percent are somewhat dissatisfied and would consider a change. Two percent reported being very dissatisfied. Greater job satisfaction is reflected in the current survey than in the 1969 study.

Professional activities:

The teaching alumni are members of an average of 2.07 (range 0 to 3) professional societies and hold and average of 2.50 (range 0 to 6)

major official positions in those groups. These percents are consistently higher than the 1969 figures.

Satisfaction with graduate experience:

Sixty-two percent of the sample are thoroughly or very satisfied with the graduate program of the University of South Alabama, and they would choose it again. Twenty-five percent are satisfied and would probably choose it again; 13 percent are somewhat or very dissatisfied and would choose some other graduate school. The present level of satisfaction does not differ significantly from the 1969 study.

Preparation for teaching:

The following table summarizes the significance to teaching of certain skills and abilities, together with the incidence of acquisition at undergraduate and graduate levels.

TABLE VIII

PREPARATION FOR TEACHING

IMPORTANCE OF SKILLS AND ABILITIES TO TEACHING
AND THEIR ACQUISITION IN THE GRADUATE PROGRAM

Importance for Your Faculty Service					Acquired in Undergraduate Program		Acquired in Graduate Program	
Indispensable 1	Desirable 2	Unnecessary 3			Yes	No	Yes	No
(Percent)					(Percent)			
69	31	0	1.	Skill in planning for effective use of limited time (in classroom, etc.)	41	59	63	37
59	37	4	2.	Skill in handling discussions.	39	61	72	28
61	32	7	3.	Ability to outline objectives and organize courses.	25	75	77	23
57	43	0	4.	Familiarity with research materials and methods in subject (s) of specialization.	15	85	83	17
39	52	9	5.	Skill and practice in doing research in field of specialization.	29	71	81	19
43	49	8	6.	Skill in interpreting and using results from standardized tests.	10	90	73	27
34	56	10	7.	Ability to direct others in the proper use of library resources.	20	80	60	40
41	47	12	8.	Skill in advising students on personal, educational, or vocational problems.	10	90	63	37
34	50	16	9.	Ability to work with groups of students in extra-class relationships (e.g. advisors to student organizations).	21	79	46	54
47	46	7	10.	Skill in making demonstrations or using charts, models, slides, and illustrative devices.	30	70	62	38
32	55	13	11.	A broad knowledge of American education, its organization, development, purposes and problems.	59	41	76	24
32	38	30	12.	Skill in lecturing.	42	58	49	51

The foregoing table indicates the listed skills and abilities considered desirable or indispensable. The ability to work with groups of students in extra-class relationships and skill in lecturing were the only skills not achieved by a majority in the graduate program.

The relationship between undergraduate and graduate ratings of the factors significant to faculty service is quite high (Rho. = .81).

Characteristics of school experiences:

The following table ranks abilities, attitudes and understandings by degree of significance of the sample members. Whether these abilities were achieved at the undergraduate or graduate school is presented in percents.

TABLE IX

CHARACTERISTICS OF SCHOOL EXPERIENCE

USEFULNESS OF COMPETENCIES AND ACQUISITION IN GRADUATE PROGRAM

Usefulness in Present Position					Acquired in Undergraduate School		Acquired in Graduate School	
Essential 1	Valuable 2	Unimportant 3			Yes	No	Yes	No
(Percent)					(Percent)			
64	26	10	1.	Ability to teach or train others.	28	72	69	31
54	37	9	2.	Possession of satisfying philosophy of life.	27	73	61	39
68	19	13	3.	Ability to control class.	32	68	45	55
65	32	3	4.	Ability to work with others in professional endeavor.	41	59	71	29
55	45	0	5.	Command of broad field of knowledge including your major field.	40	60	78	22
78	22	0	6.	A thorough understanding of your major job field.	69	31	82	18
67	30	3	7.	Sense of professional obligation and ethics.	42	58	82	18
30	62	8	8.	Knowledge of public affairs.	54	46	51	49
51	48	2	9.	Ability to use a wide range of library resources.	20	80	85	15
41	57	2	10.	Acquaintance with professional journals in field.	31	69	89	11
45	53	2	11.	Ability to organize and present ideas to colleagues.	35	64	53	47
31	63	6	12.	Ability to appraise the professional contributions of others.	25	75	74	26
36	59	5	13.	Skill in delegating work or responsibility to others.	20	80	51	49
28	59	13	14.	Knowledge in minor field.	46	53	56	44

On this list of abilities, attitudes and understandings significant to teaching, a high relationship exists between graduate and undergraduate ratings (Rho = .76).

The foregoing table indicates that, although all the variables are rated preponderantly essential or valuable, only one of them was not acquired at the graduate level: ability to control class.

The ability to work with others in a professional endeavor to organize and present ideas to colleagues and to appraise the professional contributions of others demonstrates that the graduate experience fulfilled a real need. This is in agreement with the 1969 study.

Attitudes towards the Master's oral:

The attitude toward the Master's oral is best seen in response to two statements expressed in percents.

	Strongly Disagree	Disagree	Undecided	Agreed	Strongly Agreed
I feel the M.A. oral should be abondoned.	4	8	12	61	15
I would like to see a written comprehensive substitute for an oral.	1	6	9	67	17

Seventy-six percent of the 1971 M.A. alumni sample feel that the M.A. oral should be abandoned (15 percent in 1969), and 84 percent would like to see a written examination substituted for the oral (29 percent in 1969).

Attitudes toward research consumption and production:

The respondents' reaction to the following three statements indicates something of the M.A. alumni's attitude toward research consumption and production. The data are reported in percents.

	Strongly Disagree	Disagree	Unde-cided	Agree	Strongly Agree
I wish I had learned the language of my profession to better understand the literature (statistics, research design, etc.)	3	7	5	52	33
I would have liked more opportunity for indivudual reseatch and study in the program.	1	6	6	52	55
I would like to have had more opportunity to plan and produce educational research.	1	7	6	49	37

The considerable gain in the strongly agree column possibly reflects the students' awareness of the significance of research in education, and it may reflect an inadequacy in the program.

Motives for leaving teaching:

Eight percent of the sample have left teaching. For those who left, the following reasons were given in order of frequency.

1. Could make greater contribution to society in another career.
2. Felt inadequately prepared.
3. Wanted a job with better financial remuneration.

Unsolicited comments:

> "The program I had at USA was far superior to the doctoral studies in which I am presently enrolled at _____. The calibre of teaching, the methods of student evaluation, the stimulation of students, are all considered in this statement. It is my feeling that students had top priority at USA. It is only now that I can appreciate fully that professors at USA (the ones I had) were responsible in their job as teachers--they came to class--and came prepared."
>
> Secondary

> "I am presently enrolled in graduate school at the University and I feel that the graduate program is an excellent one."
>
> Elementary

"I found a professor at the University of South Alabama to be especially helpful in any phase of the program that I needed help in. She was always kind and thoughtful. Her classes were well organized and she was always prepared. I think she is an excellent example of a professor in the College of Education!"

Elementary

"I think the University of South Alabama's graduate program was very beneficial to my career as a teacher. Everything I studied has helped me. The only thing I would like to see would be a class to discover the discipline problems of some of our children, and methods and ways that could help this."

Elementary

SECTION II

EVALUATION BY PRINCIPALS

Purpose

The purpose of this approach is to ascertain from principals' evaluation the strengths and weaknesses of the alumni of the College of Education. The value of the rating scale is considered.

Subjects

The sample was limited to B.S. and M.A. alumni who were teaching in Mobile or Baldwin counties. This limitation was imposed because information concerning alumni outside these two counties is unavailable to the present investigator. Fifty-seven schools were represented; the principals of these schools were sent rating scales for each alumnus in his employ. Fifty-one principals (90 percent) responded.

The following tables describe the samples returning the questionnaires with a probability estimate on two criteria regarding representativeness of sample.

TABLE X

B.S. PRINCIPAL RATINGS

REPRESENTATIVENESS OF SAMPLE RETURNS
(Alumni teaching in Mobile and Baldwin counties)

	Sent Out Number	Percent		Received Number	Percent of number returned	Chi^2
Males	31	32	Males	16	27	.42
Females	67	68	Females	43	73	.18
Elementary	28	28	Elementary	22	37	1.25
Secondary	70	72	Secondary	37	63	.61

TABLE XI

M.A. PRINCIPAL RATINGS

REPRESENTATIVENESS OF SAMPLE RETURNS
(Alumni teaching in Mobile and Baldwin counties)

	Sent Out Number	Percent		Received Number	Percent of number returned	Chi^2
Males	21	30	Males	20	36	.56
Females	50	70	Females	36	64	.27
Elementary	13	18	Elementary	13	23	.61
Secondary	58	82	Secondary	43	77	.16

In both tables with one d.f. chi squares are insignificant.

These two tables indicate that the sample returns are representative of those sent to principals in Baldwin and Mobile counties for both B.S. and M.A. alumni, for sex, and for level of teaching.

MATERIALS

Rating Scale:

The rating scale was the instrument sent to principals for evaluation of the teaching alumni. It appears as follows:

EVALUATION FOR TEACHING

TEACHER PLACEMENT OFFICE — UNIVERSITY OF SOUTH ALABAMA

	(1) VERY POOR	(2) POOR	(3) FAIR	(4) GOOD	(5) EXCELLENT	COMMENTS
1. APPEARANCE Anything about face, body, or grooming distracting from learning.	Physically unattractive and poorly groomed ☐	Physically unattractive but fairly well groomed ☐	Not unattractive, fairly well groomed ☐	Attractive, fairly well groomed ☐	Very attractive, Well groomed. ☐	
2. VOICE Quality of modulation, pitch, timbre, adequacy of volume.	Glaring deficiency ☐	Somewhat deficient ☐	Fairly good voice No glaring deficiencies ☐	Very slight deficiencies ☐	Well modulated, normal pitch, timbre, volume well controlled ☐	
3. ENGLISH USAGE Correct grammar and correct word choice. Acceptable pronunciation.	Consistently incorrect grammar, choice of words or pronun. ☐	Some real deficiency ☐	Fairly good English usage, No glaring or habitual deficiencies ☐	Occasional mistakes ☐	Correct grammar & correct choice of words. Pronunciation is good. ☐	
4. MANNERISMS Distracting idiosyncrasies. Words or actions repeatedly used.	Numerous ☐	Several ☐	A few ☐	Nearly free ☐	Free from distracting mannerisms. ☐	
5. GENERAL VIGOR AND ENTHUSIASM Well-directed energies.	Appears bored ☐	Shows no enthusiasm but no outright boredom ☐	Shows moderate enthusiasm ☐	Enthusiastic in most situations ☐	Very vigorous and enthusiastic ☐	
6. POISE Appearance of confidence and ease	Completely lacking in usual or new conditions ☐	Little shown ☐	Fairly poised under usual conditions ☐	Under usual conditions. Sometimes not under new conditions. ☐	At all times under any condition ☐	
7. KNOWLEDGE OF SUBJECT MATTER Insight, mastery, background	Does not know the subject matter well enough to teach it. ☐	Deficiencies in knowledge or understanding ☐	Reasonably good understanding and knowledge ☐	Good understanding, considerable knowledge ☐	Scholarly knowledge of subject matter, clear understanding ☐	
8. PREPARATION Planning the presentation	Poorly planned ☐	Some planning in evidence ☐	Fairly well planned ☐	Evidence of much planning ☐	Well planned ☐	
9. PRESENTATION Appropriate teaching techniques. Shows evidence of understanding principles of educational psychology including motivation, reward, redundancy, patience Appropriate use of auditory & visual aids.	Students poorly motivated. Presentation inappropriate or monotonous ☐	Some motivation of students. Some indication of knowledge of principles of educational psychology ☐	Fair motivation, Fair knowledge of learning principles ☐	Good motivation Good knowledge of learning principles ☐	Commendable motivation and knowledge of principles of educational psychology ☐	
10. CULTURAL BACKGROUND Wealth of knowledge outside field shown in normal conversation, or in classroom presentation. Includes: Music, art, literature, history, current events, nature, etc.	Shows no interest or background outside teaching area ☐	Slight interest or background ☐	Some interest and/or background ☐	Much interest and/or background ☐	A considerable amount of interest and background outside teaching field. ☐	
11. DEPENDABILITY On time. Can be counted on to do what he is supposed to and what he says he will do	Cannot be depended upon ☐	Often cannot be depended on ☐	Fairly dependable ☐	Usually dependable ☐	Always dependable ☐	

	(1) VERY POOR	(2) POOR	(3) FAIR	(4) GOOD	(5) EXCELLENT	COMMENTS
12. CLASSROOM MANAGEMENT Teacher-pupil situation relationship conducive to learning. Cooperative rather than submissive or dominant	Allows students complete control. Little if any learning, or the students are completely subjugated to teacher's will ☐	Little learning. Some evidence of student-teacher cooperation ☐	Fair student-teacher cooperation. Some learning. ☐	Good cooperation Good learning ☐	Excellent cooperation and learning. ☐	
13. REACTION TO CRITICISM	Becomes hostile or is crushed by criticism. Does not attempt to correct deficiency ☐	Is neutral in acceptance and correction ☐	Accepts criticism but makes little attempt at correction ☐	Accepts criticism gracefully. Makes some attempt at correction. ☐	Accepts criticism gracefully. Attempts correction immediately. ☐	
14. CREATIVITY Disciplined, ingenuity, originality	Shows none ☐	Little expressed ☐	Some originality ☐	Considerable ☐	Highly original ☐	
15. DILIGENCE Willingness to work hard and long	Lazy ☐	Minimum essentials ☐	Does some work more than necessary ☐	Usually works hard ☐	Hard worker consistently ☐	
16. OVER-ALL RATING AS A TEACHER	One of the Poorest ☐	Poor ☐	Average ☐	Above Average ☐	One of the finest I've known ☐	

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What can the University of South Alabama do to improve its teacher education graduates?

ADDITIONAL COMMENTS:

Major Teaching Area:_____ Minor:_____ Grade Level: _____ Class Size (Average) _____

Degree of observation during teaching experience (check the appropriate degree of your observation): ☐ Extensive ☐ Reasonably Adequate ☐ Limited

The first six variables may be used by an interviewing team to evaluate characteristics presumably significant to teaching (but basically expressions of personality) for purposes of screening and advising teacher candidates. The next ten variables are directly associated with and descriptive of the teaching act.

The relationship between the first six variables and the last ten is insignificant, indicating that the elements of the future teaching act may not be predicted by the initial evaluation of personality. This instrument has been factor analyzed and the report distributed to each member of the faculty of the College of Education.

Analysis of rating scale:

Validity: No statistical test of validity can be made because there is no criterion with which to correlate the rating scale, i.e., there is no better approach available. Since we are trying to determine principals' evaluations about their teachers, the rating scale is the criterion itself. However, rater bias and test unreliability lower validity.

RESULTS

Principals' ratings:

The following table presents the means and standard deviations of the sample of principals' ratings for males and females, M.A.'s and B.S.'s.

TABLE XII

MEANS AND STANDARD DEVIATIONS OF MEN AND WOMEN, B.S. AND M.A. TEACHING ALUMNI ON PRINCIPALS RATING SCALE

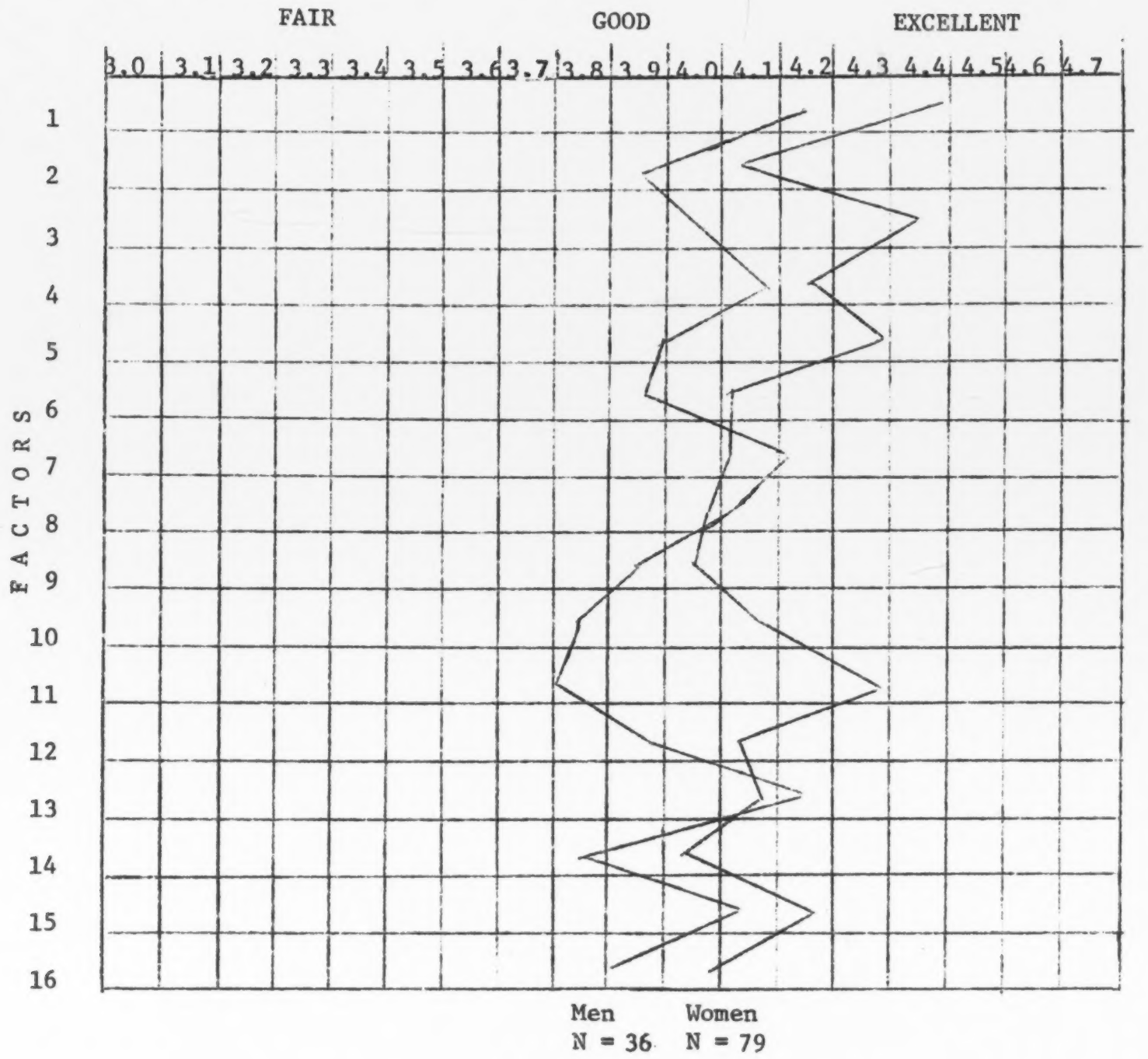
		$\bar{X}$	$S_{\bar{X}}$	S
B.S.	Men	60.98	2.04	8.12
	Women	65.35	1.50	9.00
M.A.	Men	67.81	2.20	9.89
	Women	68.82	1.84	10.87

The men were rated somewhat lower than the women at each degree level and the M.A. alumni higher than the B.S. There was no relationship revealed between sex of the principal and evaluation of the teacher.

GRAPH I

EVALUATION OF ALUMNI BY PRINCIPALS

(Means of Characteristics)



In general, the women are rated higher than the men. This was apparent particularly in "English usage," "general vigor and enthusiasm," "general cultural background," and on a wide margin in "dependability." The differences, however, though in the same direction, are not as great as those found in the 1969 study.

Solicited comments:

The following comments were made regarding what the University of South Alabama could do to improve its teacher education graduates:

> "More observation by teachers of master teachers at work."
>
> "Familiarize teacher graduates with proper procedures to be used with pupil accounting."
>
> "More practice teaching experiences and more practical work in the method courses."
>
> "We suggest workshops to include seniors and principals in order for experiences to be exchanged. This type workshop could help principals learn what the new teacher expects to find, and the seniors could learn what will be expected of them."
>
> "The writer feels that each graduate should work in schools that represent the various socio-economic levels. This would help each student to be cognizant of environmental influences, as well as the school's role in superceding negative community influences."
>
> "We suggest a special educational curriculum which embodies specialization in middle school teaching and special programs for middle school administrators. Students in the teacher training program should be able to receive certification in middle school education as some are certified in elementary and secondary education."
>
> "I think the University of South Alabama is doing an excellent job."
>
> "Her classroom is superbly organized and children respond very well to her. Her primary difficulty has been in adjusting curriculum content to the various ability levels of the children; this is particularly true with the academically talented student! More out-of-class preparation would have helped."

There were 18 comments made by principals regarding the teachers. These included:

Excellent	30 percent
Outstanding	18 percent
Good	18 percent
Original	12 percent

Mentioned were "an asset," "resourceful," "artistic," a "master teacher." One principal wrote that a teacher "lacks classroom presence."

SECTION III

SUMMARY, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

Summary

Purposes:

One purpose of the present study was to evaluate the (1969-1970) alumni of the College of Education with the aim of improving selection and training techniques at both bachelor's and master's degree levels.

A second purpose was to note any directional trends by comparing the current findings with those of the survey completed in 1969.

Materials:

The first objective was accomplished by two means: (1) a questionnaire was sent to all alumni to ascertain their feelings about their experiential background in relation to their work, and (2) a rating scale was sent to the principal of the school where each alumnus was teaching. The principal's rating reflected his feelings regarding the adequacy of each teacher. Statistical analyses of the questionnaires and rating scale were made and distributed to the faculty of the College of Education.

Subjects:

Questionnaires were sent to all USA alumni of the College of Education. Forty-eight percent who obtained the B.S. degree, and 71 percent who obtained the M.A. degree responded. It was demonstrated that the sample returns were representative on the two criteria of sex and major field.

The rating scale was sent to 57 principals of alumni teaching in Baldwin and Mobile counties. Fifty-one principals (90 percent) returned the questionnaires, and the sample of alumni rated was found to be a valid reflection of that population.

Considerable emphasis was placed on testing the representativeness of the sample, because without demonstrating this, generalization is impossible.

Results:

A description derived primarily from self report of the B.S. and M.A. alumni indicated the following:

1. A large majority are women. The undergraduate grade-point average of women is higher than men, but both are significantly lower than the sample surveyed in the 1969 study.
2. Most are currently teaching and have had only one position.
3. The actual time spent on various activities throughout the day, compared with the ideal time, shows that B.S. alumni would prefer somewhat less time teaching and more time for counseling and individual casework.
4. The average salary shows no significant difference between elementary and secondary teachers at the B.S. and M.A. levels, but was considerably below the average of the 1969 study at both levels. This may be attributable to two factors: (1) The earlier study included five years of alumni, and (2) the number of teachers going from public to private schools.
5. A large majority at both degree levels are "thoroughly satisfied" or "satisfied" with their present positions. In

the 1969 study at the B.S. level, there were many more who were "thoroughly satisfied" and considerably fewer "somewhat" or "thoroughly dissatisfied." At the M.A. level, there is greater job satisfaction reported in the present study.

6. Though the B.S. alumni belonged to fewer professional societies and held fewer official positions than in the 1969 study, the M.A. alumni were higher on both counts.
7. The B.S. alumni indicated a lower percent satisfaction and higher percent dissatisfaction with their educational experience than those in the 1969 study. At the M.A. level there were no significant differences between the two studies.
8. Students at undergraduate and graduate levels acquired many abilities which they consider significant to them as persons and as teachers. A few specific skills such as "skill in advising students" and "the ability to work with groups in extra-class relationships" were reported not learned at the undergraduate level. At the graduate level, "skill in lecturing" and "the ability to work with groups of students in extra-class relationships" were the only skills not achieved by a majority.
9. "Ability to control class" was rated most essential in usefulness by the B.S. and M.A. alumni, but the greater majority did not achieve this ability at either level. A few other skills and attitudes were not developed by a majority of alumni.
10. At both levels there is a heightened awareness of research and an increased need expressed to develop skills associated

with its production and consumption. The recent emphasis placed on research at the graduate level appears to have considerably affected the responses on the questionnaire. Modification of the questionnaire precluded undergraduate comparison.

11. A large majority of the M.A. alumni sampled in the 1969 study, preferred to retain the M.A. oral examination while the opposite of this attitude was expressed in the present study.

12. Reasons for leaving teaching differed little from those elicited in the 1969 study.

Analysis of the principals' ratings showed that the women are generally rated higher than the men. This was apparent particularly in "English usage," "general vigor and enthusiasm," "general cultural background," and on a wide margin, in "dependability." The differences, however, though in the same direction, are not as great as those found in the 1969 study.

Conclusions, Limitations and Recommendations

The present survey is technically superior to the one completed in 1969. This is probably because the present one was begun earlier in the year which allowed for greater initial response and a follow-up probe. This latter doubled the sample size and hence increased its validity and reliability.

The recent emphasis in the College of Education placed on research at undergraduate and graduate levels most certainly was reflected in the present study both in quality and quantity of response. That is, as suggested in the 1969 study, the alumni at both B.S. and M.A. levels were more research oriented and so participated to a greater extent in the current research project.

The suggestion made in the conclusion of the 1969 study, that the faculty and students become more involved in designing and conducting research-the development of a kind of action research-was not carried out.

The "rule of thumb" solution to classroom problems is still sought by former students. Though a theoretical frame (e.g., that found in the course "The Psychology of Learning") would help relate specific problems to cause-effect relationships, making possible problem solution, it is apparent that, on the basis of student response, this is not enough. Transfer from theoretical to practical is, of course, practiced by all the instructors, but survey results indicate that greater emphasis on transfer be made. How are students motivated? How is "discipline" achieved and maintained? How does a teacher

modify her presentation when dealing with varying racial and socio-economic groups? How can the teacher react to individual differences when she daily has 150 students?

The foregoing are examples of specific problems spontaneously reported by alumni.

In the 1969 study one of the needs not met at the undergraduate level was concerned with effective methods of assisting students with problems. An undergraduate course (or other experience) emphasizing the psychology of counseling with individuals and groups was indicated. This experience has apparently not been provided because in the present study the only skills not learned at the undergraduate level were those associated with advisement and ability to work with groups of students in extra-class relationships.

At the graduate level satisfaction with the educational experience was high among alumni, but dissatisfaction was present which in the future could be reduced. To identify these areas of dissatisfaction, questionnaires could be provided the graduate students (or under-graduate students for that matter) at prescribed points in their program. This rapid feedback would make the program more elastic and more suited to fill individual needs.

Ninety percent of the principals returned their rating scales. The sample return was demonstrated to be representative of those sent to principals in Mobile and Baldwin counties on the criteria of sex and teaching level.

Analysis of the evaluations by principals showed the following:

1. The M.A. alumni were rated higher than the B.S. alumni, but this may have been a function of age and/or experience rather than training.

2. The women were generally rated higher than the men. This was apparent particularly in "English usage," "general vigor and enthusiasm," "general cultural background," and, on a wide margin, on "dependability." The differences, however, were not as great as those found in the initial study.

In conclusion, it may be stated that a study of this type is meant to provide feedback regarding the educational experiences of undergraduate and graduate students in the College of Education. Evaluation of the results of this feedback must result in modification both qualitative and quantitative of the experiences provided students. If this feedback is not examined and used as a criterion for curriculum change and teaching emphasis, the purposes for performing this investigation have not been met.